



WASHINGTON STATE EDUCATOR PROFESSIONAL GROWTH PLAN (PGP) TEMPLATE FOR EDUCATOR PREPARATION PROGRAM COMPLETION

Educator information

First name: **Removed**

Last name: **Removed**

Preparation program: Woodring College,
Secondary Education

Academic year: **Removed**

Self-assessment and goal selection

1. **Self-assessment.** Use a self-assessment to identify an area of focus that will lead to your professional growth. You will assess yourself using the [Pre-service teaching standards](#) that are connected to your internship evaluation and self-assessment process.

- What is the name of the self-assessment you used?

InTASC Standards, Secondary Education Self-Assessment

2. **Personalized area of focus.** Based on your self-assessment, what area or topic will you focus your learning on that will lead to your professional growth?

- What is your area of focus?

I selected InTASC Standard #2: Learning Differences as my area of focus. I specifically want to focus on working with students to understand their various mathematics backgrounds and working to build foundations where online learning due to COVID-19 might have left gaps. I also want to focus on differentiation and scaffolding to support all students' learning needs.

3. **Standards.** The area of focus for your professional growth goal needs to align to at least one standard from the [Pre-service teaching standards](#).

- To what standard did you align your area of focus (include name of standards used and standard number or another identifier):

InTASC Standard #2 Learning Differences: The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards.

2.3: Differentiates instruction and curriculum to meet the needs of diverse learners.



4. **Professional growth goals.** Professional growth goals are goals that you set for your own professional growth, not for the growth of your students (although your own professional growth will have an impact on the growth of your students). What would you like to learn this year? In what specific area would you like to grow?

- What is your goal for your professional growth?

My goal is to understand students' wide range of mathematical backgrounds as well as their diverse learning needs and implement differentiation and scaffolding practices to make sure all students can learn and understand no matter their individual needs or struggles.

- Describe how this goal relates to your self-assessment:

While working on my self-assessment, I identified InTASC Standard 2.3 "Differentiates instruction and curriculum to meet the needs of diverse learners" as an area for personal improvement. I interpret this to mean trying to create the most inclusive and effective learning environment possible for all students, including those with different learning styles as well as various mathematical backgrounds, not just those who excel in STEM fields or who have traditional learning styles.

- Describe how this goal relates to your focus area identified in question two:

My focus area is specifically surrounding working with students whose math backgrounds and foundations may have been affected by online learning due to COVID-19. This to me will often mean making lessons that are cyclical in nature so students can see the same concepts and processes multiple times to help make up for gaps they may have. Due to this my goal is to provide support and differentiation for those who may need more foundational skills built from the ground up while still engaging in whole class work at the level of class students are in.

Intended outcomes

5. **Educator outcomes.** Professional growth creates outcomes. Educator outcomes refers to some new skill or ability that you, the educator, are able to do or some skill or ability that you can improve based on your learning.

- What will you be able to do as a result of attaining your professional growth goal that you are not able to do now? What skill or ability will you have improved upon?

I will be able to create differentiated lesson plans for individual students who may need more support; including working with paraeducators, counselors, parents, or other supports to figure out what works best for all students and how we can accommodate those needs.

6. **Student outcomes.** As noted previously, students are impacted by educator learning and growth.

- What impact will attaining your professional growth goal have on students?

My growth in this area will impact all students but especially those who may need extra support either in catching up due to gaps in previously math learning because of COVID-19 or those who



need support due to learning differences including IEP's or 504's. However, using differentiation practices should improve the learning of all students as the general classroom environment will shift to making sure all individuals are getting the right level of challenge for them to become the best mathematicians and problem solvers they can be.

Professional growth action plan and evidence

Complete the two-column chart below.

In the left column, list the professional growth activity you plan to complete.

In the right column, list at least one piece of evidence you plan to collect for that activity.

You do not need to use all the available rows. Additionally, if you need more rows, complete and attach this [supplemental chart](#).

<p>7. Activities. List your professional growth activities (one per row).</p> <p>To increase your learning and accomplish your goal, you will need to engage in specific growth activities. Examples of activities you could engage in may include, but are not limited to: attending training, participating in a book study, researching specific information, observing other educators, etc. Activities should connect back to your goal.</p>	<p>8. Proposed evidence. List the evidence you plan to</p> <p>plan to use to verify your engagement in your professional growth activities.</p> <p>Evidence may include, but is not limited to: professional learning reflections, professional learning community (PLC) notes, certificates of completion, programs implemented, videos of lessons, and other adult data. If desired, you may also plan to collect evidence regarding the impact of your professional growth on students. Evidence of your professional growth impact on students may include, but is not limited to: student work, student reflections, notes from observing students, student test scores, attendance rates, and other student data.</p> <p>The same evidence can be used for multiple activities.</p>
<p>Creating scaffolded lessons which are cyclical in nature.</p>	<p>I plan to collect data surrounding my own progress as well as my students</p>
<p>Attending IEP meetings for students to support them fully.</p>	<p>Recording dates of attendance of IEP meetings and general notes with personal information removed or coded</p> <p>Student data specifically related to student's IEP goals</p>



<p>Working with para-educators to differentiate for specific students' needs.</p>	<p>Lesson plans explicitly identify differentiation and scaffolding needs for students</p>
<p>Learn about the pandemic's effects on students learning and work to include foundational mathematical skill building into daily lessons.</p>	<p>Notes and findings regarding research into foundational math skills lost due to online learning due to the Covid-19 pandemic and surrounding growth vs. fixed mindset</p> <p>Lesson plans and instructional delivery utilize the information gathered</p>
<p>Spending time finding or creating meaningful tools and strategies and problems for teaching foundational mathematics including things like general number sense, understanding of fractions and decimals, algebra manipulation, and relating functions to graphical representations.</p>	<p>Student assessment data gathered 3 times throughout the school year identifies and demonstrates growth on these foundational skills</p>
<p>Researching how having a growth mindset surrounding mathematics can affect students learning.</p>	<p>Collect student writing on their thoughts and feelings regarding their mathematical skills and understanding so I can get a better idea of how students feel about their own math abilities.</p> <p>Math lessons demonstrate growth mindset learning</p>

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Candidate signature

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